

TEACHING WRITING ANALYTICAL EXPOSITION TEXT BY USING TEAM WORD-WEBBING TECHNIQUE

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Abstract

The purpose of this research was to investigate whether or not the use of “Team Word-Webbing Technique” effective in teaching writing analytical exposition text at the eleventh grade students of SMAN 1 Sungai Ambawang in academic year 2016/2017. This research applied a quasi-experimental design. The population of this research was XI IPA 2 as the experimental group and XI IPA 1 as the control group. The data was collected by using measurement technique with written test as the tool of collecting data. The research findings showed that the mean score of pre-test in the experimental group was 30.25, while the mean score of post-test was 66.71. On the other hand, the mean score of pre-test in the control group was 28.15, while mean score of the post-test was 56.03. The computation result by using t-test showed the value of t-test was 6.34 with df 62 in the significance degree of 5%, t-table was 1.99897, it meant that t-test was higher than t-table. Furthermore, the effect size of treatment was 0.65 which was classified as “moderate”. Thus, the significant difference could be interpreted that the use of team word-webbing technique was effective in improving the students’ ability in writing analytical exposition text.

Keywords: Analytical Exposition Text, Teaching Writing, Team Word-Webbing.

Writing is one of the four language skills that are very important to learn. It is an inseparable activity in language learning. Through writing, the teacher can identify students’ achievement in using the language. The students not only deal with a list of vocabularies and the knowledge of grammar but also the ability to arrange and organize ideas into series of sentences where it is very important for students’ future in getting higher education or seeking the job.

As stated above, writing is not only about the vocabularies and grammar, but also the ability to construct the ideas and organize it in a good way of writing. The idea in writing is important because it leads the students in their writing. When the students lack ideas, they will get stuck what to write in their writing. In this case, the ability to construct, arrange and organize the ideas

hold the main role in writing. Thus, before the students start to write, they need to construct, arrange and organize their ideas to make manageable writing. Writing is very important to the students in every level, especially in Senior High School. The process of writing gives influence for the students to get the aim of the lesson.

Writing ability refers to the students’ ability to engage in writing as a complex process of writing (pre-writing, drafting, revising, editing) and it’s finished product. Raison et. Al (2004) suggest that in introducing various written text types in teaching writing, teachers need to show the students not only preparing, drafting or revising stages but also editing in the process of writing (p. 88). Writing is an essential skill in daily life and that makes it a really important aspect of teaching. Students need

to know how to write good essays and letters, which makes this basic skill as important as speaking or listening.

Meanwhile, teaching is an activity to acquire knowledge, ideas, and information to the students. In teaching, the teacher informs the students what they learned before increasing the knowledge that they have gained. The teacher and the students also interact in order to create a supporting atmosphere.

Teaching can guide and facilitate the students to learn, enable the students to learn, and set conditions for learning. Brown (2000) states that “teaching as a process of helping someone to learn how to do something” (p. 63). The teaching process cannot be separated from learning and students because without learning, students will not get knowledge and information or ability as well without students, teaching process will never happen.

There are three approaches in teaching writing: product approach, process approach, and post-process approach. First, product approach focuses more on the use of appropriate vocabulary, grammar, and language devices. Product approach concerns on the final product of writing. Second, process approach concerns on the process of the students’ writing activities. The last, post-process approach provides students the opportunity to collaborate with a teacher. Those approaches distinguished based on their focus on writing which became their main characteristic.

In basic competence of KTSP term for senior high school, writing is one of the language skills that should be mastered in studying English besides listening, speaking and reading. Writing skill is the most complex language skill to master because writing skill involved knowledge of the organization, vocabulary, grammar, punctuation, and spelling.

Based on the curriculum of Senior High School especially at the Eleventh grade, there is a kind of text that should be mastered by the students. The text is analytical exposition. Analytical exposition text is a

kind of argumentation text. In this kind of the text, the students need to build their creativity to share their ideas in written text. Thus, the writer expects this kind of text can make the students easily to share their ideas when they write.

This research focused on teaching writing analytical exposition text. “Analytical exposition proposes or suggests a certain topic which may show either pros or cons, not both” (Priyana, Riandi, & Mumpuni, 2008, p. 74). The purpose of this type of text in writing is to convince the reader to accept a particular point of view or to take a specific action. It has a huge explanation where the writer develops and thinks hard to convince the readers about the correctness of the thesis by providing supporting evidence and by defeating alternative arguments that readers might have believed (Heasley & Lyons, 2006, p. 104). Simply, the writer should provide reasons, facts, statistical data, and any other supporting details.

Considering the importance of writing to be mastered by students, it needs an effective way in teaching and learning process. One of the ways is by using team word-webbing technique. The team word-webbing as cooperative learning is defined as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal (Rodriguez, 2007, p. 5). The other definition of team word-webbing is stated by Zarei and Maryam (2012) that “team word-webbing is a technique of graphic organizer strategy that provides a visual of how ideas connect to a topic” (p. 8).

Team word-webbing is one of the techniques to help students gather and organize ideas. Team word-webbing can be categorized as a certain kind of cooperative learning activities. Cooperative learning is “an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom” (Richards & Rodgers, 2001, p. 192). As part of cooperative learning, team word-webbing has

advantages in teaching learning. The general advantage of team word-webbing is to motivate students and to make students interacting with other students because students have to work together in doing activities.

Team word-webbing was a pre-writing technique which could be applied to enhance students' writing analytical exposition text. This technique assisted students writing especially in the aspect of content and organization. One of the major problems of writing was the difficulty in generating and organizing the ideas comprehensible. When applying this technique, the teacher guided the students to make word-webbing before they start to write their draft to stimulate students' mind in searching some ideas in form of visual graphic. So, the students could see word-webbing as the framework in the process of writing.

The writer expected that team word-webbing technique used in this research is an alternative way to help students in writing analytical exposition text. It may enable the students to note ideas and details easily. The writer convinced this technique can encourage the students to become more creative and active in presenting their ideas in the form of writing text. This is the main reason why the writer proposes to use team word-webbing technique.

The effect of word-webbing technique was supported by previous writers proving that team word-webbing technique was effective to the students' in writing activities. The previous research was done by Ahmad Munir (2015). Ahmad Munir (2015) reported that team word webbing technique was effective after being taught at the second grade of senior high school students' in writing descriptive text at SMA Sejahtera Surabaya. In addition, Annisa Nur Fatimah (2013) also investigated the effect of team word webbing technique on the junior high school students' in creative writing. The study proved that team-word webbing technique was effective to build the students' creativity in writing at SMP 22 Surakarta).

Most of the previous research discussed another kind of text. The writer hasn't found the previous research which was discussed writing analytical exposition text as the material. Therefore, to make the research different and based on the students need, the students do the test to measure their achievement in writing analytical exposition.

In this research, the writer applied quasi-experimental study with the title "Teaching Writing Analytical Exposition Text by Using Team-Word Webbing Technique at the Eleventh Grade Students of SMAN 1 Sungai Ambawang in Academic Year 2016/2017."

The writer convinced that team word-webbing Technique is effective in supporting the students' achievement in writing analytical exposition text. Finally, the writer expects that the result of this research will be useful as one of consideration in solving the students' problems in teaching writing analytical exposition text.

METHOD

The appropriate method used in this research was quasi-experimental. Quasi-experimental design is "especially suited to looking at the effects of an educational intervention, such as a school improvement program, a project to improve a specific element (such as an anti-bullying program) or professional development program" (Muijs, 2004, p. 27). In other words, a quasi-experimental design is a type of research which determines whether a program or intervention has effect or not on the research participants.

The writer would intend to know the achievement of the students in writing analytical exposition text and apply the treatment to the students. The treatment did in three meetings. The writer applied team word-webbing technique in writing analytical exposition text.

In treatment, the students divided into a group consisted of four students, which the number of students in the classroom sample

is 32 students. Therefore, the writer gives the treatment to the experimental group in three meetings. There are four steps in writing analytical exposition text by using team word-webbing technique.

In pre-writing, the teacher reviews about analytical exposition text in the treatment and tells the students that they will make an analytical exposition text through team word-webbing technique. Then, the teacher takes the topic about the thing that almost of the students has it. The topic is "How to manage our money?". After that, the teacher asks if students have money themselves and asked them how to manage money. Next, The students start to draw main branches, the way how to manage money. Let the students conclude by themselves and marks it with the main branches. The last, the teacher asks the students to develop their ideas "What is it for", then captures it as the sub-main branches. The students used keyword for every main branch and also the sub-main branches as long as the note is created

In drafting, After the word-webbing expand, the students should begin their compositions in writing of an analytical exposition text about "How to manage our money". The students support their arguments based on the word webbing they have made. The students arrange the sentence first, then make the paragraph of an analytical exposition text.

In revising, the students add to and change the draft and need to make sure the ideas are related to the topic.

In editing, the students must fix any mistakes on revised. The students need to focus on making the writing appropriate regulation of English written.

When doing this research, the writer administers the pre-test for experimental and control group in order to know the students' ability before conducting the treatment. After that, the writer gave treatments for the experimental group, while the control group didn't get treatment. The last, experimental and control group did post-test to know the significant differences of students' mean score of two groups.

The writer decides to measure the students' achievement through writing test. Pre-test and post-test have the same test items in order to investigate whether or not there is any effect or not. The tool of data collecting was writing analytical exposition text by using team word-webbing technique.

The students writing analytical exposition text was used to measure the students' achievement in writing analytical exposition text by using team word-webbing technique. In assessing the students' written test, the writer provided the scoring rubric. The scoring rubric was a guidance to measure the students' achievement in writing analytical exposition text which focuses on their text organizations, vocabulary, grammar, spelling, and punctuation. The scoring rubric used to make the writer easier to assess the students' achievement in writing analytical exposition text.

Table 1. Research Steps

Phases	Student Rules
Pre-test	Make an analytical exposition text individually
Treatment	Did treatment in three meetings Make an analytical exposition text by using team word-webbing technique in group
Post-test	The students Make an analytical exposition text individually
Analyzing The Test Result	Measure the students' achievement

The pre-test was conducted to know the students pre-condition in writing analytical exposition. The writer administered pre-test for experimental and control group. On this stage, the students did written test. The students are asked to make an analytical exposition text individually in the pre-test.

The writer did treatment in three meetings for the experimental group. The writer used treatment to know the effect of the treatment in writing analytical exposition text by using team word-webbing technique. In each treatment, the teacher gave the students' assignment in the form of written test which was done in the group. In the control group, the writer did not use team word webbing technique in teaching writing analytical exposition text. Thus, the teacher taught the control group without treatment. The writer taught analytical exposition text and asked the students to make an analytical

exposition text. The students did these activities individually.

After giving three times treatments, the writer conducted post-test to know the effect of treatments to the students. The writer gave post-test for both experimental and control group. The writer taught analytical exposition text and asked the students to make an analytical exposition text. The students did the post-test individually. The purpose of post-test was to investigate the students' achievement. In analyzing the test result, the writer used the scoring rubric to measure the students' achievement in writing analytical exposition text which was focused on their text organizations, vocabulary, grammar, spelling, and punctuation. The scoring rubric used to measure the pre-test and post-test of experimental and control group.

RESULTS AND DISCUSSION

Results

The writer chose two samples when conducting this research, one as the experimental group and another one as the control group. XI IPA 2 which consists of 32 students as the experimental group and XI IPA 1 which consists of 32 students as the control group.

The writer has analyzed the result by computing the mean score of pre-test and post-test for both experimental and control group. After that, the writer calculated the standard deviation of each group. From the computation result, it was found that mean score of post-test in the experimental group was higher than the control group ($66.71 > 56.03$). The interval of the students mean score in the experimental group was also higher than in the control group ($30.25 > 28.15$).

The result of computation by using t-test showed, the value of t-test was 6.34 with degree of freedom 62 in the significance degree of 5%, t-table was 1.99897, it means that t-test was higher than t-table. Furthermore, the effect size of the treatment

was 0.65 which was classified as "moderate". It proved that Team word-webbing technique was effective in writing analytical exposition text. Thus, the alternative hypothesis (H_a), "The use of team word-webbing technique is effective in teaching writing analytical exposition text.," was accepted. Thus, in conclusion, the significance difference between the experimental and the control group was significant.

Discussion

The writer administered pre-test for the experimental and control group on October 28th 2016 To investigate the pre-condition of the students. On this stage, the writer taught analytical exposition text and asked the students to make an analytical exposition text. The students did the pre-test individually.

The Students did the test in the form of an essay writing in 45 minutes. The students' mean score of this pre-test was 30.25 which classified as "poor" in the experimental group. Meanwhile, the control group's mean score in pre-test was 28.15 classified as

“poor”.

The result of the pre-test score showed that the students of the both groups faced some difficulties in writing analytical exposition text. Their writings were commonly less of fluency. The points were not clearly stated in thesis statements and the sentences were not well organized. Therefore, their ideas were difficult to understand. While, they often forgot using the inventory (the first, the second, firstly, secondly, etcetera) to pointing their arguments. Moreover, they have problems with vocabulary, sentence structure, and writing convention were some of the challenges the students have to face during the writing process.

Those problems happened cause of some reasons. First, they got difficulties in expressing their ideas. Second, they did not know what to write and how to develop the topic. Third, they could not state what on their mind and how to organize it simply because they did not know the technique which solved those problems.

To solve the problems, the writer administered treatments to the experimental group in three meetings. The writer used team word- webbing technique as the technique when taught the students.

The writer used treatment to increase the students' achievement in writing analytical exposition text by using team word-webbing technique on November 4th, 5th, and 11th 2016. The writer did the treatment in three meetings. The writer taught writing analytical exposition text to the students' by using team word-webbing technique. In each treatment, the teacher gave the students' assignment which was done in the group.

In the first treatment, the students were still confused and asked many questions to the teacher. Most of the students got difficulties in making the word-webbing. Therefore, the teacher needs to explain this technique several times. In this meeting, the students shared their ideas quite active with their group members.

In the second treatment, more students understood with team word-webbing

technique. The students asked a few questions to the teacher than in the first meeting. They shared the ideas actively with their group members.

In the last meeting, the students finished the word-webbing and analytical exposition text faster than previous meetings. They had the highest score than the two previous meetings. It means, most of the students understood with team word-webbing technique.

Teaching writing analytical exposition text by using team-word webbing technique for the experimental group had been successful, but the teacher also faced some problems. First, the students quite noisy, but the teacher could control the class. Second, when discussing a topic and filling chart, the students took too much time to do that. Therefore, the teacher arranged the time for every activity.

In the control group, the writer did not use team word-webbing technique in teaching writing analytical exposition text. Thus, the teacher taught the control group without treatment. The writer taught analytical exposition text and asked the students to make an analytical exposition text. The students did these activities individually.

After the treatment, the writer gave post-test for both experimental and control group. The purpose of post-test was to investigate the students' achievement after the treatments. In the post-test for the experimental group, the students' achievement in writing analytical exposition text was better than before. They could make the text faster than before. They also better in organizing, and expressing their ideas. Moreover, this technique also useful for their creativity and motivation in writing English.

Therefore, team word-webbing technique was effective in writing analytical exposition text. For the control group, the students' creativity and motivation were low. Most of the students in control group also got the same problems that they faced in the pre-test. Thus, their achievement in writing analytical exposition text also below the experimental

group mean score.

The finding was in line with the result of some previous research which was conducted by Munir (2015), and Fatimah (2013) who found the significant difference between the students who were taught by using team word-webbing technique and those who weren't taught by using team word-webbing technique. Their findings showed that the interval score of the experimental group was higher after being taught by using team word-webbing technique.

Team word-webbing technique which could be applied to improve students' achievement in writing analytical exposition text. This technique helped students especially in the aspect of content and organization. In applying this technique, the teacher guided the students to make word-webbing before they start to write their draft. Therefore, word-webbing not only help the students to determine idea clearly but also to find some supporting ideas for each paragraph.

The significant result between the students' pre-test and post-test score in experimental group happened cause of some reasons. First, they got treatment in three meetings, the treatment made the students score increased in each meeting. Second, this technique made the students have more motivation to write, it was helped them to became more enthusiasm when making the text. Third, team word webbing helped the students easily to organize and develop their ideas.

The different result among students in experimental group cause of some reasons. First, each student has different ability in comprehending the teacher instructions. Second, each student has different perspicacity. The last, each student also has different level of motivation. These reasons make each student has different result in writing analytical exposition text.

Thus, the alternative hypothesis (H_a), "The use of team word-webbing technique is effective in teaching writing analytical exposition text.," was accepted. It means that team word-webbing technique effective in

teaching writing analytical exposition text at the eleventh grade students of SMAN 1 Ambawang in academic year 2016/2017.

CONCLUSSION AND DISCUSSION

Conclusion

Based on the result of hypothesis testing and data analysis in chapter four, the conclusion of this research can be drawn as follows: there was significant difference in writing analytical exposition text between students who were taught by using team word-webbing technique and those who weren't taught by using team word-webbing technique. In other words, the students' achievement in writing analytical exposition text was influenced by the use of learning technique. From the computation result, it was found that the interval score of the experimental group was higher after being taught by using team word webbing technique. It meant that team word webbing technique was effective in writing analytical exposition text.

Recommendation

Based on the facts found in the previous chapter, the writer would like to give some suggestions to the readers. First, it is suggested to the English teacher to apply team word-webbing technique because it can motivate the students to learn and make students' learn to interact each other in the learning activity and it is suggested to the English teacher to apply team word webbing technique because it can build the students' ability in cooperative learning. Second, the teacher should choose appropriate analytical exposition text which contains the moral value that can educate the students to do something positive and also interesting. Third, the students should apply team word-webbing technique in writing other kind of text because it will help the students easier in expressing their ideas. The last, the students should be able to express and organize their ideas in the form of written text by using team word webbing technique. The writer

hopes this research can be useful for the further researchers. Team word webbing not only to teach writing, but it is also used to teach reading, and listening skill. Thus, team word-webbing technique was useful in teaching English.

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